Example 1: Species diversity on grazed and ungrazed land

**Moderator comments**

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| --- | --- | --- | --- |
| **Criterion** | **Pl** | **DCP** | **DEC** |
| Achievement level awarded | 6 |  | 5 |
| Achievement of aspects | c, c, c |  | c, p, c |

**Assessment**

**Planning**

**Defining the problem and selecting variables**

**Complete**

A clear, concise research question with relevant variables is identified.

**Controlling variables**

**Complete**

Language issues aside, the method is clearly described. Sampling points are chosen using a method that assures randomness within a defined area.

**Developing a method for collection of data**

**Complete**

Collecting ten sets of results from each of the six pairs of students (a total of 60 quadrats) ensures that sufficient relevant data is collected.

**Discussion, evaluation and conclusion**

**Discussing and reviewing**

**Complete**

The student has related his or her investigation to theory learned in class (the nitrogen cycle) and has also identified a reason (preference for sunlight) why some species might be more abundant in some of the areas studied by the other groups of students.

**Evaluating procedure(s) and suggesting improvements**

**Partial**

Although some important weaknesses have been identified, few of these are actually addressed through suggested improvements. For example, problems with species identification could be solved by taking representative samples, sketches, photographs, or by carrying species-identification field guides.

**Concluding**

**Complete**

A reasonable conclusion is stated based on the data collected.